

James Hendrix Elementary

1084 Springfield Road
Boiling Springs, South Carolina 29316

Grades	PK-5 Elementary School	
Enrollment	908 Students	
Principal	Dawn S. Neely	864-578-1288
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Joyce M. Wright	864-578-0128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	73	14	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 26 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

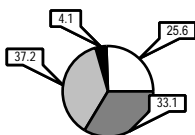
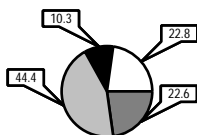
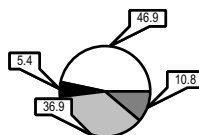
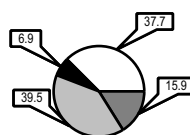
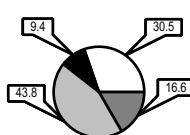
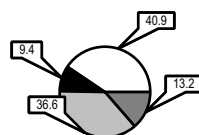
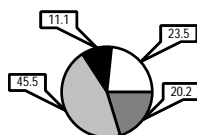
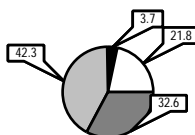
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	428	100.0	25.6	37.2	33.1	4.1	46.2	Yes	Yes
Gender									
Male	228	100.0	31.9	38.2	28.4	1.5	37.3	N/A	N/A
Female	200	100.0	18.8	36.0	38.2	7.0	55.9	N/A	N/A
Racial/Ethnic Group									
White	233	100.0	18.6	32.6	43.7	5.1	57.2	Yes	Yes
African American	97	100.0	21.3	48.3	25.8	4.5	46.1	Yes	Yes
Asian/Pacific Islander	19	100.0	29.4	52.9	17.6	0.0	23.5	I/S	I/S
Hispanic	79	100.0	52.2	33.3	13.0	1.4	17.4	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	383	100.0	19.8	39.9	35.6	4.6	50.3	N/A	N/A
Disabled	45	100.0	73.8	14.3	11.9	0.0	11.9	I/S	Yes
Migrant Status									
Migrant	20	100.0	44.4	44.4	11.1	0.0	16.7	N/A	N/A
Non-Migrant	408	100.0	24.7	36.8	34.1	4.3	47.6	N/A	N/A
English Proficiency									
Limited English Proficient	81	100.0	57.4	27.9	13.2	1.5	20.6	Yes	Yes
Non-Limited English Proficient	347	100.0	18.9	39.1	37.3	4.7	51.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	272	100.0	34.3	39.5	24.6	1.6	35.1	Yes	Yes
Full-pay meals	156	100.0	10.6	33.1	47.9	8.5	65.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	428	100.0	22.8	44.4	22.6	10.3	46.9	Yes	Yes
Gender									
Male	228	100.0	21.6	48.0	21.1	9.3	46.6	N/A	N/A
Female	200	100.0	24.2	40.3	24.2	11.3	47.3	N/A	N/A
Racial/Ethnic Group									
White	233	100.0	14.4	45.6	25.6	14.4	57.7	Yes	Yes
African American	97	100.0	32.6	41.6	20.2	5.6	36.0	Yes	Yes
Asian/Pacific Islander	19	100.0	29.4	41.2	11.8	17.6	41.2	I/S	I/S
Hispanic	79	100.0	34.8	44.9	18.8	1.4	29.0	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	383	100.0	19.8	45.1	23.9	11.2	49.4	N/A	N/A
Disabled	45	100.0	47.6	38.1	11.9	2.4	26.2	I/S	Yes
Migrant Status									
Migrant	20	100.0	38.9	44.4	16.7	0.0	27.8	N/A	N/A
Non-Migrant	408	100.0	22.0	44.4	22.8	10.8	47.8	N/A	N/A
English Proficiency									
Limited English Proficient	81	100.0	38.2	44.1	13.2	4.4	26.5	Yes	Yes
Non-Limited English Proficient	347	100.0	19.6	44.4	24.5	11.5	51.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	272	100.0	27.0	48.0	18.5	6.5	39.5	Yes	Yes
Full-pay meals	156	100.0	15.5	38.0	29.6	16.9	59.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	428	100.0	46.9	36.9	10.8	5.4	16.2
Gender							
Male	228	100.0	46.6	39.2	8.8	5.4	14.2
Female	200	100.0	47.3	34.4	12.9	5.4	18.3
Racial/Ethnic Group							
White	233	100.0	30.2	46.0	14.4	9.3	23.7
African American	97	100.0	65.2	25.8	7.9	1.1	9.0
Asian/Pacific Islander	19	100.0	64.7	29.4	5.9	0.0	5.9
Hispanic	79	100.0	71.0	24.6	4.3	0.0	4.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	383	100.0	43.7	39.1	11.2	6.0	17.2
Disabled	45	100.0	73.8	19.0	7.1	0.0	7.1
Migrant Status							
Migrant	20	100.0	72.2	27.8	0.0	0.0	0.0
Non-Migrant	408	100.0	45.7	37.4	11.3	5.6	16.9
English Proficiency							
Limited English Proficient	81	100.0	76.5	16.2	5.9	1.5	7.4
Non-Limited English Proficient	347	100.0	40.7	41.3	11.8	6.2	18.0
Socio-Economic Status							
Subsidized meals	272	100.0	57.7	34.7	6.0	1.6	7.7
Full-pay meals	156	100.0	28.2	40.8	19.0	12.0	31.0

Social Studies							
All Students	428	100.0	37.7	39.5	15.9	6.9	22.8
Gender							
Male	228	100.0	39.2	37.7	13.7	9.3	23.0
Female	200	100.0	36.0	41.4	18.3	4.3	22.6
Racial/Ethnic Group							
White	233	100.0	27.4	42.3	19.5	10.7	30.2
African American	97	100.0	48.3	37.1	13.5	1.1	14.6
Asian/Pacific Islander	19	100.0	52.9	29.4	17.6	0.0	17.6
Hispanic	79	100.0	52.2	36.2	7.2	4.3	11.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	383	100.0	34.2	41.1	17.0	7.8	24.7
Disabled	45	100.0	66.7	26.2	7.1	0.0	7.1
Migrant Status							
Migrant	20	100.0	44.4	50.0	0.0	5.6	5.6
Non-Migrant	408	100.0	37.4	39.0	16.7	7.0	23.7
English Proficiency							
Limited English Proficient	81	100.0	52.9	33.8	5.9	7.4	13.2
Non-Limited English Proficient	347	100.0	34.5	40.7	18.0	6.8	24.8
Socio-Economic Status							
Subsidized meals	272	100.0	48.8	38.3	10.1	2.8	12.9
Full-pay meals	156	100.0	18.3	41.5	26.1	14.1	40.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	153	99.4	16.4	30.7	40.7	12.1	52.9
	4	130	98.5	22.2	41.9	32.5	3.4	35.9
	5	141	100.0	31.7	48.4	19.8	0.0	19.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	140	100.0	24.8	28.0	42.4	4.8	47.2
	4	153	100.0	25.0	40.0	29.3	5.7	35.0
	5	135	100.0	27.2	43.2	28.0	1.6	29.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	153	100.0	17.1	48.6	26.4	7.9	34.3
	4	130	99.2	16.1	44.9	28.8	10.2	39.0
	5	141	100.0	29.4	40.5	15.1	15.1	30.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	140	100.0	28.0	44.0	21.6	6.4	28.0
	4	153	100.0	19.3	42.1	26.4	12.1	38.6
	5	135	100.0	21.6	47.2	19.2	12.0	31.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	153	99.4	46.4	30.7	19.3	3.6	22.9
	4	130	98.5	39.3	36.8	14.5	9.4	23.9
	5	141	100.0	64.3	21.4	6.3	7.9	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	140	100.0	39.2	48.0	9.6	3.2	12.8
	4	153	100.0	44.3	33.6	12.1	10.0	22.1
	5	135	100.0	57.6	29.6	10.4	2.4	12.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	153	99.4	27.1	54.3	10.7	7.9	18.6
	4	130	98.5	13.7	61.5	21.4	3.4	24.8
	5	141	100.0	56.3	31.0	4.8	7.9	12.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	140	100.0	20.8	40.0	28.8	10.4	39.2
	4	153	100.0	32.9	44.3	14.3	8.6	22.9
	5	135	100.0	60.0	33.6	4.8	1.6	6.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 908)				
First graders who attended full-day kindergarten	100.0%	Up from 92.2%	100.0%	100.0%
Retention rate	1.2%	Down from 2.0%	3.3%	2.8%
Attendance rate	96.3%	Up from 96.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.5%	0.0%	0.0%
Eligible for gifted and talented	5.5%	Down from 7.7%	9.2%	10.4%
On academic plans	40.4%	N/AV	39.7%	33.6%
On academic probation	23.1%	N/AV	1.6%	1.0%
With disabilities other than speech	3.5%	Down from 6.1%	8.4%	7.5%
Older than usual for grade	0.2%	Down from 0.7%	1.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	50.0%	Down from 56.9%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.5%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	85.6%	Down from 89.9%	87.1%	87.3%
Teacher attendance rate	96.3%	Up from 93.7%	95.1%	94.9%
Average teacher salary	\$41,231	Down 3.8%	\$42,269	\$42,485
Prof. development days/teacher	14.6 days	Down from 18.7 days	14.0 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 22.4 to 1	18.2 to 1	18.6 to 1
Prime instructional time	89.6%	Up from 88.5%	89.6%	89.7%
Dollars spent per pupil*	\$5,693	Up 3.9%	\$6,338	\$6,557
Percent of expenditures for teacher salaries*	60.9%	Down from 65.8%	64.4%	64.0%
Percent of expenditures for instruction*	67.9%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**Goals and Objectives:**

The James H. Hendrix Elementary faculty, staff, and community developed a comprehensive plan as required by the Southern Association of Colleges and Schools. All stakeholders participated in the development of the goals and the students will improve in performance as a result of (1) the full implementation of the 100 Book Challenge Program, extensive classroom libraries and summer enrichment programs, (2) enhanced instruction in math through Math Academy and before and after school programs designed to meet the needs of all students in small group settings, (3) the development and implementation of social studies and science curriculum guides and greater emphasis on instruction in these subjects, (4) the opportunities for teachers to attend staff development training in the content and process skills and, (5) the continuation of parent education resources.

Accomplishments:

During the 2005-06 school year, Hendrix Elementary received an All Clear accreditation status from the Accreditation Section of the State Department of Education. The school also continued to be a fully accredited member of the Southern Association of Colleges and Schools. Forty-six percent of our African American students in third, fourth and fifth grades scored proficient or advanced on PACT. Over half of all students tested scored proficient or advanced in math. Hendrix Elementary was recognized by the office of the Governor for our participation in the Safe Kids Coalition Art Work Poster Contest. Hendrix was designated by Governor Mark Sanford as a 100% Governor's Reading Honor Roll School. Our full-day kindergarten and our morning and afternoon classes for our four-year-olds continuously strive to provide the skills needed to be prepared for the next grade level. The ESOL, Special Education, Special Area, and Technology Lab teachers and assistants continue to provide a well-rounded education.

Plans for the Future:

The James H. Hendrix Elementary faculty and staff with the support of our superintendent, community, parents, district office and school board has been approved to enter into the candidacy phase of the Primary Years Program through the International Baccalaureate Organization

Dawn Neely, Principal

Tammy Greene, School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	61	116	85
Percent satisfied with learning environment	86.4%	87.6%	87.1%
Percent satisfied with social and physical environment	87.0%	80.4%	82.1%
Percent satisfied with school-home relations	87.0%	92.9%	88.6%

*Only students at the highest elementary school grade level at this school and their parents were included.